DOCUMENT RESUME

ED 195 746 CE 027 333

TITLE Adult Basic Education Learning Center 310 Project Evaluation Report, July 1979-June 1980.
INSTITUTION Missouri State Dept. of Corrections, Jefferson City.
PUB DATE 80
NOTE 40p.; Photographs and pages with light print will not reproduce well.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Education; *Adult Reading Programs; *Correctional Education; *Individualized Education Programs; *Individualized Instruction; Methods; *Reading Instruction
IDENTIFIERS 310 Project; Missouri

ABSTRACT

A research project was conducted at five Missouri correctional facilities to demonstrate the components that lead to a successful educational project. Objectives included using Adult Performance Level (APL) materials; establishing an inmate classification and referral system; and disseminating this information nationwide among correctional education officials. Components of the program included use of APL materials for adults who read below the 5.0 grade level, techniques of instruction for handicapped adults, and the expansion of the vocational curriculum to include an APL program. Basic to the program was the Individual Learning Plan, which was prepared for each of the 756 students in the project as they entered the institutions, based on their educational levels and length of projected stay at the institutions. Learning materials used in the program included the APL Reading Program, the ABE Reading Program, the Texas APL Program, and the Cambridge Program. Some students were in CETA-funded programs. Evaluation of the program found that the following components are essential to a successful correctional education program: (1) close working relationship between central office, institutional educational supervisor, and learning center teacher; (2) a records transfer system; (3) inservice training; (4) written guidelines and instructions; and (5) appropriate educational materials. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195746

EVALUATION REPORT

July 1979 - June 1980

ADULT BASIC EDUCATION LEARNING CENTER

310 Project

MISSOURI DIVISION OF CORRECTIONS

Lewis Welker
Director of Inmate Education

Keith Allmon
Project Supervisor

310 INSTRUCTORS CORRECTIONS

Marilynn Haselhorst
LaRheta Tinsman
Thelma Baker
James Washington
Gladys Camper
Burl McClanahan
Connie Baughman
Dianna Lowry
Bernice Gault
Tom Garvey
Virginia Wright

GOVERNOR

Joseph P. Teasdale

STATE OF MISSOURI
DEPARTMENT OF SOCIAL SERVICES
DIRECTOR

David R. Freeman

DIRECTOR OF
CORRECTIONS

David Blackwell

DIVISION OF CORRECTIONS
ASSISTANT DIRECTOR OF
PROGRAM SERVICES

Edward Haynes

ADULT BASIC EDUCATION
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIRECTOR

Elvin Long

CE 027 333

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Keith Allmon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INDEX

	Page
INTRODUCTION	1
Missouri Intermediate Reformatory	3
Missouri Training Center for Men.	3
Central Missouri Correctional Center.	4
Ozark Correctional Center	4
Missouri State Penitentiary	4
PROJECT MODEL.	5
Component I (Classification and Referral)	5
Individual Learning Plan	5
Conclusion	7
ILP Transfer System.	7
Conclusion	8
Drop Out Report - Minimum Objective.	9
Conclusion	10
Component II (Educational Program)	11
APL Reading Program	11
ABE Reading Program	12
Texas APL Program	12
Handicapped Program	12
Conclusion.	13
Flexible Schedules.	13

Page

Protective Custody 14

CETA Program 14

Conclusion 15

Inmate Reaction and Drop Out Factor. 15

Inservice Training 15

FINAL SUMMARY 16

APPENDIX. 17

ABE/GED Pamphlet. . . . . A

Individual Learning Plan. . . . . B

Results C

Cambridge Results . . . . . D

Texas Results . . . . . D

ABE Results . . . . . E

Handicapped . . . . . E

Night School. . . . . F

CETA. . . . . F

Reasons for Drops . . . . . G

INTRODUCTION

The Missouri Division of Corrections has continued to improve its system of Learning Centers to provide a more effective and efficient basic educational delivery system to their students with less than a high school education.

Within the Division of Corrections there are nine adult correctional institutions, eight of which are male and one minimum security facility housing both male and female offenders. The various institutions are classified as minimum, medium and maximum security; each classification necessitates a different type of institutional and educational programs.

The Missouri Division of Corrections is the unit of government that is charged with the responsibility of the supervision and management of the adult correctional institutions in the state of Missouri. All educational programs fall under the Director of Inmate Education who is charged with the educational programs in the Division. These programs range from non-reader class to college level courses including a large vocational training program.

The purpose of this project was to demonstrate the components that lead to a successful educational project that includes APL; (Adult Performance Level) to establish an inmate classification and referral system; and then, disseminate this information nationwide among correctional educational officials.

The emphasis of this project has been centered around the use of APL materials for adults who read below the 5.0 grade level, techniques of instruction for handicapped adults, and the expansion of current vocational curriculum to include an APL program. Continued research has been conducted in determining the proper place of APL in the total Learning Center Program. Strong emphasis has been placed on techniques that encourage students to remain in the educational program and in the development of a follow up system to keep students in the educational program when transferred from one institution to another.

The 310 Project is an educational research and demonstration program with Learning Centers located at the Missouri State Penitentiary, Missouri Intermediate Reformatory, Missouri Training Center for Men, Central Missouri Correctional Center, and the Ozark Correctional Center. These Learning Centers were manned by a staff of 11 teachers. This year a total of 729 inmates with more than 12 hours of instructions were served in the project.

The 310 Project's basic mission is to serve inmates with less than an eighth grade education and with a secondary emphasis on grades nine to twelve in institutions that have a night school program. In each institution the educational program is designed to mesh with the total institutional

mission. The results being a variety of Learning Centers that serve a mixture of educational programs.

Missouri Intermediate Reformatory

The Missouri Intermediate Reformatory for young men at Algoa, near Jefferson City, was constructed in 1932. The majority of the young men at this reformatory are first offenders and are serving short sentences of two or three years. Special emphasis is placed on proper educational placement and training. A number of vocational and educational programs are offered. The Learning Center emphasis was to serve students over the age of 21. The 310 Project served 252 students. There were 54 CETA Vocational students who attended the Learning Center during the year.

Missouri Training Center for Men

This medium security facility was put into operation in January, 1963, at Moberly. The institution does not ordinarily receive individuals with long sentences. A roomy modern school building includes a library. A full-time college program was initiated in August of 1972. Vocational work programs and shops account for a majority of the educational program at Moberly. The Learning Center at Missouri Training Center for Men was developed to mesh with a total educational program. A total of 181 students participated in the day program and five received their GED Certificates. There were 20 CETA vocational students who were enrolled in the program during the Project. Two night classes were conducted serving an additional 70 students.

Central Missouri Correctional Center

Church Farm is a minimum security facility close to Jefferson City and is the largest agricultural oriented institution in the Division. Approximately 500 men are quartered at Central Missouri Correctional Center and are engaged in farming, dairy production, education and on the job training in the areas of food service, maintenance and other related vocational programs. The 310 Project basic education classes had 140 students pass through the program.

Ozark Correctional Center

The Ozark Correctional Center was established in 1961 in buildings on site originally constructed for an Air Force Radar Base. The institution is located near Springfield, Missouri. There are only minor restrictions imposed on the inmates, as its population provides work crews for the State Conservation Commission and State Parks. The camp also operates a number of work release programs. The 310 Project conducted a Learning Center that enrolled 78 students, of which 14 received their GED Certificates while at Ozark Correctional Center. A night program was established and 20 students were enrolled.

Missouri State Penitentiary

A part-time night program was established at Missouri State Penitentiary for inmates who can not attend school during the regular day, as they are employed in various institutional jobs. A total of 35 students were served in this program.

PROJECT MODEL

Component I

(Classification and Referral)

In order to demonstrate the components that lead to a successful inmate classification and referral system, the following model was developed.

Individual Learning Plan

A system of Classification and Assignment of inmates upon their arrival in to the Missouri Division of Corrections was established in the Intake Unit. An assessment of the education needs of each inmate (that includes counseling in both educational and vocational programs) at Classification and Assignment by the program supervisor.

A copy of the"ABE/GED Pamphlet" (Appendix A) was given to every person. Each inmate was asked to make a commitment to the school program.

At that time an Individual Learning Plan was started. (Appendix B) When an inmate made a commitment to school, a copy of his ILP was sent to the Education Supervisor and the teacher in each receiving institution. The Educational Supervisor and the teacher received the inmate's records before his arrival into their institution.

A commitment to school was made at Classification and Assignment that could include the following school programs:

(1) A referral to the Learning Center, or

(2) A referral to a night school program, or to

(3) CETA and other Vocational Programs.

Information that was available to the teacher, before

an inmate's arrival into an institution, is listed below:

(1) Date of Birth

(2) Highest Grade Completed

(3) BETA IQ Score

(4) ABLE Achievement Level

(5) Conditional Release Date

When a man arrived at the Learning Center, he was additionally tested on the TABE Test in order to determine his achievement level in Reading, Math and Language. Within the first twelve hours upon entry into the Learning Center, a student was counseled by his teacher about his educational Goals and Objectives. The inmate's individual ILP was then completed. The finished ILP contained a:

(1) Reading Goal

(2) Math Goal

(3) Communication Skill Goal (speech, oral or written language)

A minimum objective was worked out between the inmate and the teacher, that became a contract that the inmate should fulfill. Copies were filed with the inmate's caseworker. The inmate than remained in school until he had completed his minimum objective, which was based on achievement level and his outdate. After an inmate made parole, a referral was sent to a Learning Center in his home district.

The results of this section of the 310 Program reflect (Appendix C) that 168 inmates were assigned to school from a result of direct interviews at Classification and Assignment. 128 inmates were not assigned to a Learning Center.

An additional 51 students were not interviewed and the data shows they were not assigned to any school program.

In some cases the inmates changed their minds upon arrival into their permanent institution. In a number of cases the institutional needs such as; maintenance, mess hall and others, prevented students from being assigned to educational programs.

Conclusion

The conclusions from this project are:

(1) It is essential to develop an ILP for all inmates. The process should start in the Intake Unit upon arrival into the Correctional System.

(2) Students were to be assigned to an appropriate educational program based upon their educational needs.

(3) The ILP must be a combined effort of the Central Office Supervisor, Institution Education Supervisor, teacher and the student.

ILP Transfer System

A second ingredient in the development of an ILP Transfer System for inmates'educational records that starts at Classification and Assignment that ends with a referral into a Learning Center in the student's home district was essential to this project.

In order to accomplish this transfer, the Learning Center teacher notified Central Office by telephone after the educational supervisor informed the teacher of the inmate being transferred to another institution or released to his home community. When Central Office was notified by the teacher, a phone call was

made to the educational supervisor of the receiving institution so that the educational supervisor could make arrangements for the inmate to be assigned to school upon his arrival. Within three days of an inmate being transferred, the following information was sent to Central Office, and then forwarded to the Learning Center teacher in the student's new institution:

(1) inmate's ILP

(2) inmate's Test Data Sheet

(3) inmate's Prescription Sheet.

A total of 24 sets of records were transferred in this project. In only one case when the ILP was transferred was a student not assigned to some school program in his receiving institution.

When inmates left to return to their home community, a letter was forwarded to a Learning Center Director in his home community, for the continuing of his education. Of 66 referral letters sent to the local Learning Center Director, in this project, only one student continued his education after leaving this program.

Conclusion

The conclusions from this component are:

(1) The ILP must be transferred from one institution to another to insure a continuation of the inmate's educational program.

(2) The key to the development of the program appears to be phone calls to the receiving institution, as paperwork was sometimes delayed due to interoffice mail and other institutional problems.

(3) The inmate's Parole Supervisor must be included in order to insure the student's continued education when he returns to his home community.

Drop Out Report - Minimum Objective

In order to develop a meaningful ILP, a Minimum Objective was made with each student. Each student was asked to state a minimum length of time that he would voluntarily remain in the program. A copy of the inmate's ILP was filed with the Individual Caseworker and a Drop Out Report was made on all students who did not meet their minimum objective. The Drop Out Report was conducted by the Program Supervisor that included an interview with the institution's Educational Supervisor, the teacher and the inmate. Recommendations were made on each Drop Out Report.

729 students were enrolled in the Project and only 14 Drop Out Reprots were made. The major reasons found for the termination of inmates prior to completing their minimum objective was:

(1) To get a better institutional job,

(2) Lack of interest, or

(3) to enter another training program.

Some of the major problems associated with the Drop Out Reports were:

(1) The ILP was not filed with the inmate's Team,

(2) Inmate's Teams disregarded the minimum objective,

(3) There was a lack of communication between the school and the inmate's Team.

Conclusion

The Drop Out Report and the Minimum Objective were effective and resulted in longer retention of students in the school program. The mean stay was increased by 17 hours for ABE students, and 51 hours for APL students over the year's average.

Component II

(Educational Program)

APL Reading Program

Only students were placed in this program that read between the 0-8 grade levels, according to their TABE pre-test reading score. 541 students were served in this Reading Program.

Students reading below 5.0 were instructed in the Cambridge Reading Program. 100 students were enrolled in the Cambridge APL Program.

For students who read above the 5.0 grade level, each Learning Center teacher choses whether a student would be in the Texas APL Reading Program or the ABE Program. Students were dropped from the Texas APL Program when they reached the TABE 9.0 grade level in reading. 441 students were in the ABE Program and 106 students were in the Texas APL Program. All students were evaluated on the TABE Test every 60 hours.

The APL Short Form Test and the TABE Test are used as a pre and post-test for those students in the Texas APL Program to determine their total growth.

All the institutions used, exclusively, the Cambridge Reading Program, except the Ozark Correctional Center who used supplemental and teacher made materials, tapes and reference materials. All programs except the Missouri Intermediate Reformatory used tutors in their reading program.

The total growth (Reading, Math and Language in the Cambridge programs was .22 gain in 148 hours. This gain reflects no gain in Reading. Ozark Correctional Center and the Missouri Intermediate Reformatory showed a gain while the Central Missouri Correctional Center and the Missouri Training Center for Men showed negative results in the Cambridge APL Program.

The data showed that the Cambridge Program was not an effective program when used by itself. When it was used with tutors and supplementary materials, the results tended to be higher.

ABE Reading Program

Students who entered in this program were chosen by the Learning Center teacher. Results showed a total gain of .66 (Reading, Math and Language) in 149 hours of instructions and .51 gain in reading. Teachers were free to use supplemental materials in this program.

Texas APL Program

Students who read above the 5th grade level were placed in this program at the teacher's discretion. The reading gain was .71 in 172 hours of instructions. The total APL pre-test and post-test showed a -.33 gain.

However the total growth on the TABE Test reflected a .62 gain in Reading, Math and Language in 172 hours of instruction. The -.33 results on the APL Test reflect a total, but not in the five areas of the APL Tests.

Handicapped Program

A total of 43 inmates were served in this program. The 310 Guidelines required the use of tutors. Students were referred by the teachers after being in the class, to have an individual IQ Test. They were diagnosed as being in need of special help from the Wechsler Intelligence Test.

Identified EMR students would spend full time in a Cambridge and Texas APL Program. MD students who read above the 5.0 to 8.9 would spend up to 270 hours in a Texas APL Program and use other supplemental materials.

Progress was measured every 60 hours by the TABE Test. A pre-test and post-test was conducted on the APL Short Form Test. The data shows that the total gain (Reading, Math and Language) was .86 for all students. The reading gain was 1.08. The average time in the program was 317 hours.

The data tended to show that test results from the BETA IQ Test at Classification and Assignment correlated very high with the Wechsler.

Conclusion

Regular classroom teachers did show a significant gain with identified handicapped students by using the APL curriculum.

Flexible Schedules

Night Schools

In order to serve inmates who cannot attend classes during the regular part of the day, a night program was established throughout the Missouri Division of Corrections.

144 students were enrolled in the night program, 43 students dropped out with less than 12 hours of instruction, leaving 101 students completing the class. An average of 41 hours was spent in the night program throughout the division.

The data reflects a significant growth in all institutions.

The major reasons for dropping the night program for those who had less than 12 hours were the lack of interest, and transfering to another institution.

The night school showed a gain of .39 in Reading, Math and Language. Students were tested every 60 hours on the TABE Test. Students were not served with an APL program.

Protective Custody

A four hour per week program was developed at the Missouri Training Center for Men for "Check-In". These students are confined to the dorm, cannot attend any school program outside the dorm.

The data tended to show that the night school program seemed to be an effective tool for men who volunteer to attend school.

34 students were enrolled and 11 dropped out for the lack of interest. The following educational results were obtained in "Check-In"; .18 gain in Reading, Math and Language for each 20 hours of instructions.

CETA Program

Students in the CETA Program attended the Learning Center one hour per day in order to help them in their vocational studies. IEP's were developed between the teacher and the student. CETA students attended on a voluntary basis. Their

instructions included both basic skills and instructions in eight (8) APL Modules.

The total gain in Reading, Math and Language was .45 in 36 hours of instructions.

Conclusion

The various Reading Programs coupled with a flexible schedule that allows for a student to attend the Learning Center at different times during the day, seemed to result in positive educational gains in this project.

Inmate Reaction and Drop Out Factor

Generally, the reaction of the students toward the program was positive. A summary of the results for students leaving the program each can be found in the appendix. The lack of interest seems to be one of the lesser reasons that a person dropped the program.

Inservice Training

A three day workshop was conducted for all Learning Center staff in Learning Disabilities for handicapped students. This workshop was conducted by the Cushing Oklahoma Learning Disabilities in Columbia, Missouri.

The Learning Center at the Federal Correctional facilities at Springfield, Missouri was visited by the staff in order to observe their various reading program.

Two days of staff planning was conducted during this project in order for both Learning Center Teacher and Education Supervisor to give imput to written guidelines and procedures.

FINAL SUMMARY

The following components are essential to a successful correctional education program:

(1) Close working relationship between Central Office, Institutional Educational Supervisor, and Learning Center teacher,

(2) A Records Transfer System,

(3) Inservice Training,

(4) Written Guidelines and Instructions

(5) Appropriate Educational Materials.

APPENDIX

Academic School
Night GED Program
College Program (both day and night)

HOW TO GET IN THE 310 PROGRAM

1. See your caseworker
2. Have your team classify you into the school as a student.
3. Have the education supervisor assign you to the 310 Program.

PAROLE - EDUCATION

The Parole Board looks favorably on any inmate who goes to school while in the Division of Corrections. A GED or vocational certificate opens the door to better employment upon return to your home community. Often times parole and education go hand in hand.

Appendix A

MISSOURI DIVISION OF CORRECTIONS

A B E

(Adult Basic Education)

TO

G E D

(High School Equivalency)

AN INDIVIDUALIZED EDUCATION PROGRAM

310 PROJECT

Missouri Intermediate Reformatory
Central Missouri Correctional Center
Ozark Correctional Center
Missouri Training Center for Men
Missouri State Penitentiary

310 PROJECT

The 310 Project is an ABE/GED Program operated within four institutions to assist the inmates from Adult Basic Education through their GED. The ABE Program covers basic skills such as reading, writing, and arithmetic. This program is open to any person who does not have their high school diploma. An Individualized Learning Plan is made for you. Last year there were over 500 people in the 310 Program and over 60 obtained their GED.

ADULT PERFORMANCE LEVEL PROGRAM

The Adult Performance Level Program is designed to teach skills for everyday living for those who may not plan to obtain their GED. You study in the following areas:

Occupational Knowledge (Jobs)
Consumer Economics (Shopping & Buying)
Health
Community Resources (Living intthe Community)
Government and Law

GED PROGRAM

The GED Program is designed so that you complete approximately 150 hours of instruction for each grade level you advance. Prior to taking the GED Test and FET Test is necessary. You must score 225 points in the five areas of the GED Test to pass. If you fail any area of the test, you may repeat it in 60 days. There is a small charge for the test which the institution usually pays.

OTHER EDUCATIONAL PROGRAMS

CETA Vocational Classes (10 courses)

310 PROJECT
INDIVIDUAL LEARNING PLAN

Name _____ Date _____

Institution _____ Number _____

Highest Grade Completed _____ Date of Birth _____

1. Entry Level of Performance:

   BETA IQ Level _____

   BETA Achievement Level _____

   TABE Achievement Level ___Reading___Math___Language _____

   Parole Date _____ (month year)

   Conditional Release or 3/4 Date _____

2. Inmate's Objective: _____

3. Minimum contract objective: (Reading, Math and Language) _____

4. Specific Special Education and/or related services to be provided:

5. Educational Objective:

   Reading Goals _____

   Math Goals _____

   Communication Skills (speech, oral & written language) _____

_____

_____

Other (specify) Goals _____

_____

_____

6. Social & Emotional Adjustment Goals _____

_____

_____

7. I have had an opportunity to give input and examin my ILP:

_____

8. I have received my copy of the educational opportunity handbooklet:

_____

9. ILP Development and Counseling By:

_____

SIGNATURE OF TEACHER DATE

10. Certificate:

I certify that I have had an opportunity to attend school. I accept/ reject this opportunity. I decline to attend school for the following reasons: _____

_____

_____

_____

signature of inmate date

ILP must be developed within the first twelve hours of instructions.

Send a copy to the Caseworker
Keep a copy in the inmates file

310 PROJECT

Appendix C

Institution	Interviewed at H-Hall, Assigned to school	Interviewed, But Not Enrolled in school	Not Interviewed and not assigned to school	Total
Ozark Correctional Center	Talked To: 13	10	12	35
Central Missouri Correctional Center	Talked To: 18	17	10	45
Missouri Intermediate Reformatory	Talked To: 36	6	4	46
Missouri Training Center For Men	Talked To: 101	95	25	221
TOTAL	168	128	51	347

Appendix d

310 PROJECT

Missouri Division of Corrections

CAMBRIDGE APL

Number 100

	Reading	Math	Language
Mean	3.97	4.69	2.28
	3.97	4.45	2.45
Gain	0	-.24	.17

TOTAL Gain .22

Time 148 hours

TEXAS APL

Number 106

	Reading	Math	Language	APL
Mean	7.05	7.08	5.78	2.55
	7.76	7.61	6.40	2.22
Gain	.71	.53	.62	-.33

TOTAL Gain .62

Time 173 hours

Appendix e

310 PROJECT

Missouri Division of Correction

ABE

Number 441

	Reading	Math	Language
Mean	7.59	7.02	6.29
	8.10	7.71	7.07
Gain	.51	.69	.78

TOTAL Gain .66

Time 149 hours

HANDICAPPED

Number 43

	Reading	Math	Language	APL
Mean	5.45	5.32	3.90	1.26
	6.53	6.07	4.66	.85
Gain	1.08	.75	.76	-.41

TOTAL Gain .86

Time 317 Hours

Appendix F

310 PROJECT

Night Schools

Number of Students in the Night School: 144

Number of Students who dropped the night school program: 43

MEAN GAIN

	Reading	Math	Language	Total Gain	Hours
Missouri Division of Corrections	.23	.42	.52	.39	41

CETA

Number of Students in the CETA Program: 48

MEAN GAIN

	Reading	Math	Language	Total Gain	Hours
Missouri Division of Corrections	.13	.37	.47	.32	36

*The totals are for the total Division of Corrections.

Appendix g

310 PROJECT
REASON FOR DROPS

To take a job	19
To take a better job	2
To enter another training program	84
Met personal objective	21
For lack of interest	13
Because of health problems	6
Because of time class/program is scheduled	1
For unknown reasons	22
For other known reasons	35

Missouri Intermediate Reformatory

Staff

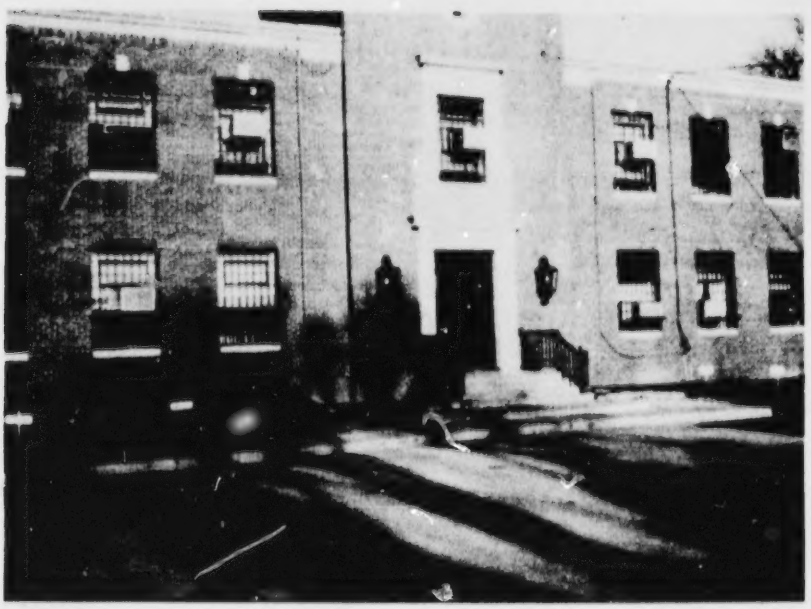
The Missouri Intermediate Reformatory's teacher Thelma Baker in the Learning Center.

James Washington and Glayds Camper, teachers at the Missouri Intermediate Reformatory, located in the Learning Center.

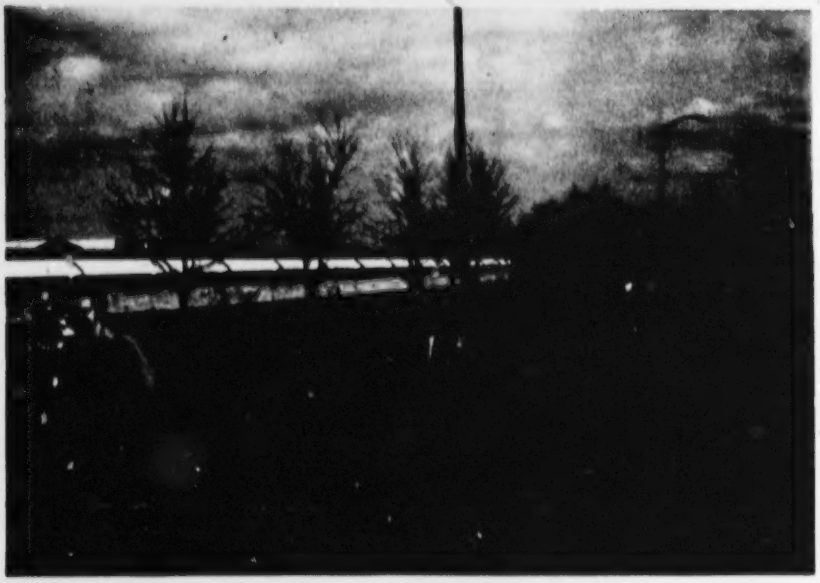
Inside the Learning Center of the Missouri Division of Corrections.

CENTRAL MISSOURI CORRECTIONAL CENTER

LaRheta Tinsman, instructor in the Learning Center at the Central Missouri Correctional Center.



The Administration Building at the Central Missouri Correctional Center.



The Learning Center at the Missouri Training Center for Men. (left)

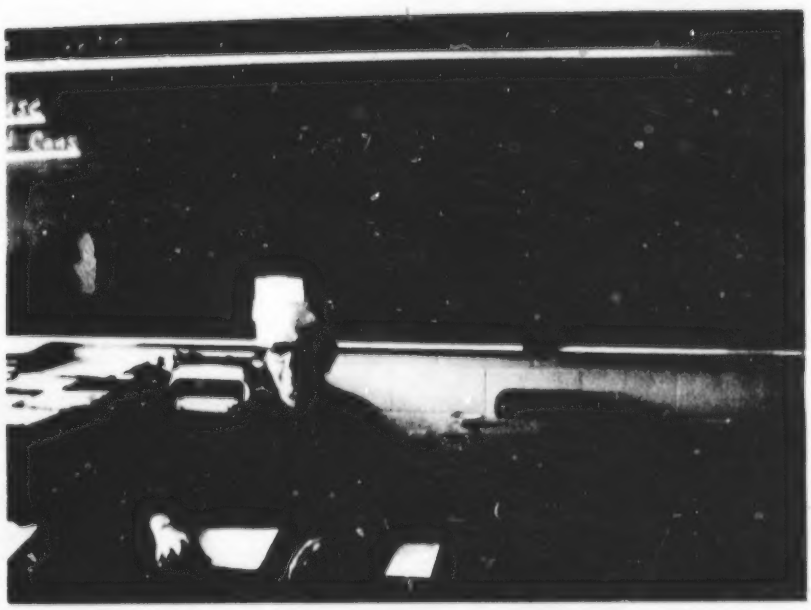
The Missouri Intermediate Reformatory.

The Administration Building at Ozark Correctional Center.

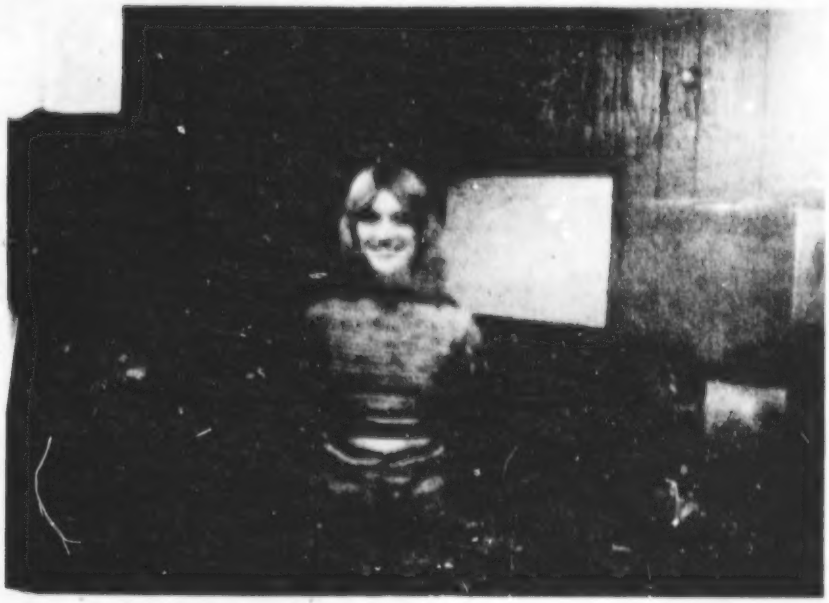
Missouri Training Center for Men

Staff

Dianna Lowry, teacher, in the Learning Center at the Missouri Training Center for Men



The Missouri Training Center for Men's teacher Burl McClanahan in the Learning Center



Bernice Gault in the Learning Center at
Ozark Correctional Center

Virginia Wright in the Learning Center at
Ozark Correctional Center

Connie Baughman, night school teacher at Missouri Training Center for Men.

Thomas Garvey, night school teacher at the Missouri State Penitentiary.

Marilynn Haselhorst, Learning Center teacher, at Central Missouri Correctional Center.